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The Summer Schools of

MIDDLEBURY COLLEGE

THE FRENCH SCHOOL
THE SPANISH SCHOOL
THE ENGLISH SCHOOL
THE CHEMISTRY SCHOOL

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MIDDLEBURY, VERMONT

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THE SUMMER SCHOOLS OF MIDDLEBURY COLLEGE

THE SUMMER SESSION

SUMMER INSTRUCTION began at Middlebury College in 1909 on the plan then generally prevalent of offering a few courses each in a considerable number of subjects. The difficulties before a small college in sustaining meritorious short courses upon a program at once so broad and so thin were apparent from the start, and much study was given to the problem of so directing the work of the Middlebury College Summer Session as to enable it to make in due time a distinct contribution to educational progress in America.

FOREIGN LANGUAGE TEACHING

SEVERAL FACTS suggested that Middlebury could make such a contribution in the field of language teaching. An important fraction of the time of American high schools (not to mention colleges) is consumed in foreign language teaching. With relatively few teachers able to make direct use of the language in their classes, or to speak it purely and idiomatically, or to write it correctly, there has resulted an appalling waste in the schools of America, in securing to their pupils a mere smattering of French, German, or Spanish. Poorly taught themselves, all too frequently, the teachers of these languages lacked background, that is, the geography and history, and the industrial, social, and institutional life of the people.

BEGINNING OF THE FRENCH SCHOOL

THE FIRST steps in what proved to be a complete reorganization of the Middlebury Summer Session were foreshadowed in the summer of 1914, when the College secured M. Henri Pierre Williamson de Visme, founder *de l'Ecole du Château de Soisy,* France, and his co-director, Paul Louis

Jeanrenaud, to give courses *in French* for students in that language and to promote conversational fluency through dinner table talk and such forms of social activity as could be introduced and promoted naturally in the life of the school.

THE GERMAN SCHOOL

THE SECOND step was taken in 1915, when Dr. L. L. Stroebe of Vassar College, who had conducted a private school of German for two summers, became associated with the Middlebury College Summer Session and received the hearty co-operation of the Director in conducting the first German School at Middlebury. War compelled the complete discontinuance in 1917 of the German School, which had begun promisingly. But the unusual merits of summer study *concentrated upon a single subject,* and the distinct advantage of having the *schools separately housed,* had become clearly apparent; and these principles were made the basis of a permanent policy in the subsequent direction of the Summer Session.

THE SPANISH SCHOOL

IN 1917, a Spanish School was organized under the brilliant leadership of Julián Moreno-Lacalle, Associate-Professor in the United States Naval Academy, which met with immediate success. The increasing demand for Spanish throughout the country, disproportionate with the supply of teachers, found the Middlebury Spanish School ready to meet the situation. Both the Spanish and the French Schools have been fortunate in retaining as Deans the same resourceful personalities under which their specialized work first took shape. To this fact is due to no slight degree the consistent progress, increasing patronage, and steady favor which has attended these schools.

THE COLLEGE AND THE SCHOOLS

In 1919, Monsieur de Visme became permanently connected with Middlebury College, devoting to it his entire time as Professor of French and Dean of the French School. A year later Professor Lacalle accepted an appointment as Professor of Spanish, Head of the Spanish Department, and Dean of the Spanish School. These two important appointments connect the work of the Summer Sessions with the regular work of the College and introduce into the College something of the methods and stimulus which brought distinction to the summer language schools.

La MAISON FRANCAISE

The French School, primarily a training school for teachers of French, was first continued throughout the college year in 1919-20, to meet the needs of students desiring to continue their advanced courses in residence, and the French House was founded for their greater benefit in 1920. This house is a former hotel situated on Park Street, a short distance from the College. It has been transformed into a French home in order to enable the features of French life which it reproduces to be enjoyed both by the resident students of the *French School* and by college students who are qualified for the advanced courses given in the school.

HONORS FROM FRANCE

In recognition of the efforts of the College to promote the study of French, and of the meritorious work of the French School, President Poincaré in 1919 designated two awards to be conferred upon students of the Middlebury College Summer School of 1920; M. Gaston Liebert, French Consul-general at New York, attended the College Commencement of 1920 and participated in the formal opening of the French House; M. Julien Champenois, Head of the *Office National des Universités et Ecoles françaises* officially co-operated in securing for the

School the best native teachers available; and in this year the French Government conferred upon Professor Williamson de Visme, Dean of the French School, the distinction of *Chevalier de la Légion d'honneur.* The French House has received gifts of books for its library through the Ministry of Public Instruction and views from the *Ecole des Beaux Arts.*

NATIVE TEACHERS

It has been the rule of the Modern Language Schools to secure as assistants to the Deans in conducting the courses only native teachers. Both schools have been exceptionally fortunate in the quality of the members of their staffs.

DISTINGUISHED INSTRUCTORS

The Spanish School has had the services of such Hispanic educators as Professor J. Martel of the United States Naval Academy, Dr. Balbino Dávalos, former Mexican *Chargé d'Affaires* in Washington and Minister Plenipotentiary in Portugal and Russia, Dr. Erasmo Buceta of the University of California, and Dr. César Barja of the University of Michigan. For several sessions the French School has been honored with the services of Viscount George de la Jarrie, B. ès L., B. ès S., M. D. (Faculty of Paris). Dr. de la Jarrie is corresponding member of the Ministry of Public Instruction and his warm friendship for the French School has been all the more valuable by reason of his wide experience in foreign service in India, China, and America, as well as by his publications in philology, ethnology, exploration, travel, language, and literature. The appreciation of the French Government was further displayed by the visit of Monsieur Edouard Soulier, B. ès L., pastor of the Church of the Redemption, Paris, and a member of the French Chamber of Deputies, who came to America in 1920, especially commissioned by the Minister of Public Instruction to the Faculty of the French School of Middlebury College.

INCREASED ATTENDANCE

The development of both the French and Spanish Schools has been met with an increasing evidence of interest by American educators and teachers. The Summer Session of 1920 brought to these two schools students and teachers from twenty-nine states and foreign countries. In this body were representatives of sixty-six of the leading American colleges and universities, besides thirty normal schools and a few foreign institutions. Over two-thirds of the students in this Summer Session held baccalaureate degrees, and more than twenty held advanced degrees. Many of the Summer Session students become candidates for the degree of Master of Arts.

ACADEMIC STATUS

The complete roll of the higher institutions of learning in America and abroad whose members have been students at Middlebury would include no less than one hundred and six colleges and universities among which may be mentioned the following: Amherst, Barnard, Bates, Bryn Mawr, Bowdoin, Carleton, Carroll, Clark, Coe, Colby, Dartmouth, Dickinson, Earlham, Goucher, Grinnell, Hamilton, Haverford, Hunter, Middlebury, Smith, Piedmont, Swarthmore, Mt. Holyoke, Oberlin, Radcliffe, Simmons, Vassar, Wellesley, Wells, Western Reserve, and Williams colleges; and the universities of Berlin, Wittenberg, Leipzig, Königsberg, Oxford (England), the Sorbonne (Paris), St. Andrews (Scotland), Queen's (England), Paris, Toronto, Waseda (Japan), California, Chicago, Cincinnati, Denver, Brown, Harvard, Yale, Princeton, Johns Hopkins, Columbia, Cornell, Colgate, Syracuse, Michigan, Minnesota, Pennsylvania, Vanderbilt, Vermont, Wesleyan, Wisconsin, St. Lawrence, Colorado. Space limitations forbid the enumeration of the many normal schools and other colleges represented. Such a list is the best evidence of the academic status of these language schools.

ISOLATION CONCENTRATION CO-ORDINATION

THE SUCCESSFUL application of these principles,— the *housing* of students apart from those using any other language; the *concentration* and unbroken *continuity* of the work of each student upon the language alone, and the careful *supervision and co-ordination* of courses to meet the different needs of all students, have given to the Middlebury Summer Session a wide reputation for its training in the modern languages. So generally recognized has become the distinctive quality of the training given by the Middlebury French and Spanish Schools that it is made a topic for discussion on the programs of modern language teachers' conferences throughout the United States. The Deans of these Schools are in demand as lecturers at state conventions of teachers, modern language teachers' meetings in the large cities, and at colleges and universities.

A GOOD INVESTMENT

THE VALUE of the training is recognized by school boards, and institutions employing French and Spanish teachers to such a degree that not infrequently they defray or contribute toward meeting the expenses of teachers attending the Middlebury Language Schools. One hundred and seventy-five dollars expended in attendance at a Summer Session at Middlebury has often yielded a better return to a teacher than would one thousand dollars placed to her credit in a savings bank. As compared with foreign travel, a session in Middlebury is more economical, provides courses better suited to the needs of American teachers, and gives an uninterrupted and intensive training which is not often found in foreign travel. Neither in foreign travel abroad or resident study abroad can the student find courses in methods comparable to those in the Middlebury language schools.

APPOINTMENTS

THE REPUTATION of the French and Spanish Schools has brought to the Deans of these respective schools many requests for the nomination of candi-

dates to important positions in high schools, private schools of the better class, and colleges. These officers are always ready to be of assistance to well qualified cadidates desiring places or promotions in French or Spanish.

LOCATION

THE FEATURES which make the Middlebury Language Schools unique among Summer Sessions are not easy to describe; to be appreciated they must be experienced. The delightful summer climate is a most valuable asset of the session, and among the memories of students who have spent a summer on the campus of Middlebury College, there must be pictured many scenes drawn from its location in a countryside of surpassing beauty. The most favored university of a great city can never reproduce the scenery of mountains and meadows, of forests and fields, of valleys with their winding rivers, the hollows among the hills where the lakes lie, the Adirondacks pink tipped in the morning sun or the purple hills of the eastern range slowly darkening in the twilight. "The strength of the hills is His also."

ATMOSPHERE

THE CENTRAL purpose of the schools is to make everything about the life of a student during his stay contribute as richly and as pleasantly as possible to the thing for which he came, *the mastery of the language.* Similarity of aim among students coming from widely separated sections of the country fosters good comradeship and an *esprit de corps;* while constant intercourse with instructors at the dining tables, in songs and games, on hikes and picnics, no less than in the class-room, brings both inspirational and intellectual stimulus. Any language pursued under such conditions quickly becomes a subjective element in the life of a student. A high ratio of instructors to students is maintained.

COURSES OF INSTRUCTION

EVERY EFFORT is made to secure continuity and logical sequence in the work of students from year to year, and at the same time to increase the attractiveness of courses so that students always find something new and something more than has been promised. This is quite possible, since the resources of history, geography, commerce, industry, political science, and the fine arts may be drawn upon. Systematic courses are always given in phonetics, methods, conversation, language, and literature. Special events are arranged such as masquerade balls, plays, and "reviews", which enable the members of each school to participate in such a way that each finds a field for his or her particular talent. Regular devotional exercises are conducted in the language of each school.

EXPANSION

CONCURRENTLY with the French and Spanish Schools, the College for several years continued to offer courses in English in various subjects, particularly in Education, with special privileges to teachers in Vermont schools. But in 1919 it became evident that the growth of the French and Spanish Schools would absorb all available facilities upon the college campus, and the Director was confronted with the alternative of sharply limiting the attendance of those two schools, or yielding to them more of the college plant and discontinuing or finding a place elsewhere for the English courses.

BREAD LOAF INN

FORTUNATELY the College was able to take the latter alternative. It had become possessed of the large estate of the late Joseph Battell which included some thirty thousand acres of land, mostly wooded, upon which was situated *Bread Loaf Inn,* founded and managed personally for many years by its proprietor. At *Bread Loaf Inn,* with a location unsurpassed in the Green Mountains, the ideal spot was found. The Inn has its own farm and

dairy, pure mountain spring water, green houses and gardens, tennis courts and croquet grounds, and is conveniently situated for hikes and camps in the Battell forest and on the Long Trail of the Green Mountain Club. The English School was transferred to the Inn in 1920. With the transfer came a change in the plan and organization of this School.

A MUCH NEEDED EXPERIMENT

The superior advantages of special schools for teachers of French and Spanish and German had been sufficiently demonstrated to tempt a somewhat daring experiment. Of all the subjects taught in American schools probably none offers so many baffling problems as the mother tongue or tempts so many untried and untrained teachers to their downfall. Many teachers are deficient in method and technique; voice and speech defects go unremedied, even undetected; indeed speech diagnosis is an art unknown to most teachers of English. Too few teachers even attempt to harness the dramatic instinct of children and make it serve their purposes in the classroom. Written composition is a bugbear to teacher no less than to pupil, while oral composition is an art unknown to both alike. Too rarely is the teacher herself initiated into the history of the language that she attempts to teach or possessed of a broad linguistic background. The light of the great writers shines too rarely across her pages.

THE ENGLISH SCHOOL

The English School at Bread Loaf was founded as a sincere attempt to do for teachers and students of the English language and literature something of the same work that has been successfully carried on for teachers of French and Spanish in their respective schools. *The English School* seeks to furnish a pleasant environment and summer home for those of the great body of teachers in American secondary schools and colleges who may wish to gain the advantage of its courses in the teaching, writing, and

studying of English, and of the companionship of others having similar professional aims and problems. No courses are offered for elementary teachers.

FOUR LINES OF WORK

The various needs of students are met by the four-fold division of the field of English to include: (a) composition of various types, involving much training in the writing of English, including plays and short stories; (b) critical and appreciative studies of the English language and literature in courses suited to the needs of students pursuing the degree of Master of Arts; (c) the technique of teaching, involving the presentation of grammar and rhetoric, composition and reading, literature and the drama, particularly from the high school teacher's point of view; and (d) the expression of thought and feeling, through speaking, reading, and dramatic interpretation. Afternoons and Saturdays are free for outings and sports. Literary, dramatic, musical, and social events provide evening entertainment.

THE CHEMISTRY SCHOOL

With the transfer of the English School to Bread Loaf, the music studio and the chemical laboratories and lecture rooms remained the only portion of the college plant not invaded by the growing modern language schools. For several years, courses in Chemistry had been very successfully conducted in the Summer Session. It was deemed best in 1920 to establish the *Chemistry School* also as a special school, with courses limited to the needs of particular classes of students. In 1921 these include: (a) students of medicine and biology; (b) teachers of chemistry in high schools and colleges; and (c) students of industrial chemistry.

VOICE BUILDING AND SINGING

For several years Miss Minnie Hayden, teacher of singing in Steinert Hall, Boston, has conducted a studio in voice building in connection with the Summer Session of Middlebury College. Miss Hayden who was a pupil of Mme.

Edna Hall and Charles R. Adams, Boston, Signor Panzani, Florence, and Franklin Cleaves, London, has attained notable success as a teacher of voice. So important had her work become and so highly valued by members of the French School, as well as by her own private pupils and local students, that it was deemed advisable, upon the withdrawal of the English School to Bread Loaf, to grant Miss Hayden the facilities of the Music Studio for the continuance of her private work.

QUESTIONNAIRES No ELEMENTARY courses are given in any of the special schools. Examinations are not required for admittance, but questionnaires must be filled out by all applicants and only those will be admitted whose papers show that they possess the essential requirements. Careful scrutiny is given to the credentials submitted, and the Deans are instructed to place all students in those classes for which their proficiency shows them to be best fitted. The use of the language is required of all students in the French and Spanish Schools. No persons are desired who are not ready to aid in their own advancement by faithfully abiding by a promise to use only the speech of the School.

EXAMINATIONS THE ENGLISH SCHOOL is of six weeks' duration: the French, Spanish, and Chemistry Schools continue seven weeks. Classes are held five days in the week. The last three days of the French and Spanish Schools and the last day of the English School are devoted to examinations. All students are urged to take the examinations, which are required of those who desire recommendations or certificates.

CERTIFICATES STUDENTS satisfactorily completing their courses with examinations will be given *upon application* certificates indicating the work done. These

certificates are useful evidences of professional study, and often are accepted by examiners, school boards, and superintendents in lieu of examinations.

MASTER'S DEGREES In each of the four schools courses are provided which lead to the Master's degree. To obtain the Degree of Master of Arts or Master of Science at Middlebury College, thirty credits are necessary. Twenty of the thirty credits must be obtained at Middlebury College. Thirty credits in graduate work may be gained by proficient students in four Summer Sessions, eight credits being permissible for graduate students in a single session. *The Committee on Graduate Work* passes upon the credentials and courses of candidates for the Master's Degree. Candidates for a Master's Degree must hold a baccalaureate degree from Middlebury College or some other college approved by this Committee. Students desiring to count credit taken at the Middlebury College Summer Session toward degrees to be secured elsewhere must secure permission to do so from the institution to which they desire the credits transferred.

CREDITS Those who desire credits must indicate that fact when they register, and, if candidates for a degree, whether baccalaureate or advanced, they must present evidence of their qualifications before they will receive credit. Not more than six credits may be gained by an undergraduate at a Summer Session, not more than eight credits by a graduate student, and no student will receive credit who has completed less than six weeks (thirty classroom exercises) of study, including examinations.

SPECIAL CIRCULARS Special circulars are issued for each of the Schools. The first bulletin of the French and Spanish Schools is issued just before the Christmas vacation and contains a preliminary announcement of courses. Rates will be announced in the second

bulletin, issued in January. Teachers and students of French and Spanish are invited to place their names on the list to receive these bulletins. A later bulletin will contain the names of instructors. The bulletin of the English School is published in February.

RESERVATION FEE

INQUIRIES REGARDING courses of study should be directed to the Deans of the respective schools. Inquiries about rooms should be directed to the Secretary of the Summer Session. Tentative reservations of rooms may be made until May 1 without charge. A reservation fee of *ten dollars* will be required on May 1; no rooms will be held for students beyond June 1 for which this deposit has not been made; and no refund of the reservation fee will be made after June 1. The reservation fee will be credited upon the student's account at the opening of the Summer Session, when the balance of the account is payable.

Persons desiring fuller information may address

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